APPENDIX B

Scoring Rubrics

Rubric – LEA Section 1

LEA Section 1: How the District Will Support the School				
Context, Vision, Mission, Goals	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
RFA pg. 8	The LEA context, vision, mission and goals for comprehensive student achievement are clearly identified in the plan and clearly relate to state standards.	The LEA context, vision, mission and goals for student achievement in reading/language arts and math are clearly identified in the plan and clearly relate to state standards.	The LEA context, vision, mission and goals for student achievement in reading/language arts or math are clearly identified in the plan and do not clearly relate to state standards.	The LEA context, vision, mission and goals for student achievement are unclear and do not clearly relate to state standards.
Resources Allocation and Technical Assistance	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Fiscal Resources *RFA pg 8*	A variety of general and categorical funding resources available to the school site and the LEA are identified, and the process for their allocation is based on the unique needs of the school's proposed comprehensive reform program.	A variety of general and categorical funding resources available to the school site that use a fixed formula to generally support comprehensive school reform and student achievement are identified.	A limited number of general or categorical funding resources in addition to the grant funds are identified to support the implementation of the school's reform program.	No general or categorical funds in addition to the grant funds are identified to support the implementation of the school's reform program.
District Organization, Personnel, Management *RFA pg 8*	The LEA policies, including organizational design, personnel selection and assignment, and management strategies clearly support improvement of student achievement as the organizing principle, and include processes that provide support appropriate for individual school sites.	The LEA policies, including organizational design, personnel selection and assignment, and management strategies support district goals uniformly across schools in the district.	Several of the LEA policies are articulated.	The relationship of LEA policies to district goals or to school reform strategies is not addressed.

	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Technical Assistance *RFA pg 8*	Technical assistance appropriate to unique school characteristics and comprehensive reform needs will be provided by personnel or organizations with a demonstrated record of success.	Technical assistance is provided to each school in the district by qualified personnel or organizations uniformly across the district without regard for the school's individual needs or identified reform strategies.	Technical assistance is available to most schools upon request; provider qualifications are not addressed.	The LEA provides no technical assistance or serves only as contracting agency for schools that want external technical assistance. Provider qualifications are not reviewed or required.
Resources to Sustain Reform *RFA pg 8*	The fiscal resources, organizational strategies, and other resources needed to sustain reform once federal funds are gone are clearly identified, and their uses to sustain specific aspects of the program are specified for future years.	The Fiscal resources and organizational strategies to sustain reform are identified but are currently committed to other programs. Future use is implied.	The need to identify resources to sustain reform is acknowledged.	Resources are committed annually with no apparent thought of the future.
Professional Development	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
	The LEA plan specifically identifies how the LEA will sustain professional development that is directly linked to each school's comprehensive CSR plan. The LEA plan specifies how the LEA will increase the school's capacity to sustain high quality comprehensive professional development as addressed in each school's CSR plan. The LEA plan specifies how the LEA will provide all students at each CSR school	The LEA plan identifies professional development that is loosely linked to each school's comprehensive CSR plan. The LEA plan specifies how it will increase capacity to sustain high quality professional development.	The LEA plan identifies professional development. This professional development is not linked to each school's comprehensive CSR plan. The LEA plan addresses high quality professional development. The LEA plan acknowledges the need to provide all students with highly qualified teachers and, if used, highly qualified instructional aides to each CSR school.	The LEA plan does not address professional development. The LEA plan lacks a focus on high quality professional development.

	with highly qualified teachers and, if used, highly qualified instructional aides to each CSR school and addresses the equitable distribution of highly qualified teachers district wide.	The LEA plan specifies the methods that will be used to provide all students with highly qualified teachers and, if used, highly qualified instructional aides to each CSR school.		
RFA pg 9				

Rubric – LEA Section 2

LEA Section 2: How the LEA Will Enhance the Effectiveness of Its Support to the School				
Plan Includes Formative and Summative Evaluation	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
	The evaluation is ongoing, and includes formative and summative evaluation. The evaluation plan includes multiple sources of information including school level data. The evaluation plan describes processes to interpret and use evaluation results to make changes in LEA support to schools. The evaluation plan focuses on all levels of the organization The plan is appropriate and fully responsive to the linguistic and cultural needs of the school community. The plan has evidence of involvement and participation of families, community agencies, and all levels of school staff in the evaluation process.	The evaluation is ongoing, and is either formative or summative. The evaluation plan includes multiple sources of information including school level data. The plan describes processes to interpret and use evaluation results to make changes in LEA support to schools. The plan focuses only on the school organization.	The evaluation is sporadic, and is either formative or summative. The evaluation plan includes only one source of data. The plan is not clear regarding an organizational component.	The evaluation plan is vague. The evaluation plan does not specify source(s) of data. The plan does not identify an organizational component.
RFA pg 9				

Rubric - School Section 1

School Section I: Quality of the Proposed Program (Components 1, 2, 3, 11)				
1 and 11. Proven methods and strategies based on scientifically based research	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Evaluation-Based Evidence of Effectiveness and Replicability *RFA pg 11*	The CSR plan specifically cites scientifically-based research supporting the effectiveness and replicability of all the selected programs, models, and strategies.	The CSR plan specifically cites scientifically-based research supporting the effectiveness of the selected programs, models, and strategies that address curriculum and instruction.	There is some credible evidence for the effectiveness of the selected programs, models, and strategies.	No citation of scientifically based research in CSR plan
Implementation *RFA pg 11*	The selected programs, models, and strategies directly address all the identified needs and characteristics of the school.	The selected programs, models, and strategies directly address the identified curricular needs of the school.	The selected programs, models, and strategies and the identified needs and characteristics of the school are both stated.	Strategies, models, and programs appear to have been selected without regard to the needs and characteristics of the school.
2. Proposed Comprehensive Reform Design	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
RFA pg 12	The needs assessment used multiple relevant data sources including state assessment results, involved all stakeholders, utilized a variety of analyses including disaggregation for all relevant groups and goes beyond obvious symptoms to identify "root causes" that are specifically addressed by the program.	The needs assessment used primarily state assessment results including disaggregated data, involved a variety of stakeholders, and identified some "root causes" that some aspects of the program appear to address.	The needs assessment is based only on state assessment results with little attention to disaggregation or to identification of underlying problems or causes for low achievement	The needs assessment is and not linked to state assessment results and/or appears to identify lack of funds as the primarily "cause" of low achievement.
	The CSR plan explicitly states how program will enable students to meet all California content standards and Annual Measurable Objectives (AMOs) in all curricular areas	The CSR plan states how program will meet California content standards and Annual Measurable Objectives (AMOs) in reading/language arts and mathematics, and is	The CSR plan states how program will meet some California content standards.	The program does NOT refer to California content standards.

School Section 1, page 1 of 3

RFA pg 12	and is linked to the school's vision, mission and goals and supported by district plan.	linked to the school's vision, mission and goals.		
Comprehensive Design *RFA pg 12*	The CSR plan addresses and aligns all eight major features of the teaching and learning system; and all school personnel, grades, and content areas. The CSR plan addresses how the proposed design improves the existing school plan.	The CSR plan addresses and aligns at least three of the eight major features of the teaching and learning system; includes teachers and other professional staff; all grades, and reading/language arts and mathematics.	The CSR plan addresses and aligns two of the eight major features of the teaching and learning system; reading/language arts OR mathematics; and targets teachers based on needs assessment	The CSR plan focuses on a single features/no understanding of systemic relationships; includes a small group of teachers or individual teachers who volunteered or were assigned.
3. Professional Development	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Context *RFA pg 12*	The CSR plan identifies a process for continuous improvement that is aligned with the school's and the district's strategic plan, is funded by a line item in the budget, and provides a specific time during the workday.	The CSR plan demonstrates alignment with the school's and the district's strategic plan and implies time during the workday.	The CSR plan implies alignment with the school's and district's strategic plan and identifies non-work day time	The CSR plan context is not sufficiently described, is not related to other official plans, or is not supported by funding or other support mechanisms (e.g., release time).
Process *RFA pg 12*	The CSR plan bases priorities on a careful analysis of disaggregated student data and other information sources to monitor and evaluate effectiveness of ongoing process.	The CSR plan bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.	The CSR plan bases priorities on a narrow analysis of student data	No analysis of student data to identify priorities is described.
Content	The CSR plan increases administrators' and teachers' understanding of how to support appropriate school environments and instruction that is responsive to the needs of students.	The CSR plan prepares teachers to use research-based teaching strategies that support California State Board of Education adopted/aligned materials, instructional objectives, and the diversity of their students.	The CSR plan prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and the diversity of their students.	The CSR plan exposes teachers to research-based teaching strategies appropriate to their instructional objectives and their students.

	The CSR plan prepares teachers to use research-based teaching strategies that support California State Board of Education adopted/aligned materials, instructional objectives, and the diversity of their students. The CSR plan prepares educators and families to demonstrate and support high expectations for student learning.	The CSR plan prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and the diversity of their students. The CSR plan prepares educators to demonstrate high expectations for student learning.		
RFA pg 12				

Rubric – School Section 2

School Section 2 (Components 5, 6, 7, 8, 10)				
5. Support within the School	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Support of Key Staff *RFA pg 13*	The CSR plan clearly articulates alignment to the school's needs and mission and its likelihood of success. The role of instructional leadership in the change process is fully elaborated and based on effective leadership research.	The CSR plan articulates alignment with the school's needs and mission. The role of instructional leadership in the change process is discussed.	The CSR plan implies alignment with the school's needs and mission. The role of instructional leader is vague and ambiguous	No apparent connection between the CSR plan, school needs, and mission. The role of instructional leadership is not discussed.
Whole school participation *RFA pg 13*	The CSR plan explicitly describes how all staff participated in the design of the plan. The CSR plan explicitly describes how the plan will be implemented across all grades and content areas.	The CSR plan describes how administration and teachers participated in the design of the plan. The CSR plan describes how the plan will be implemented in all grades in reading/language arts and math.	The CSR plan describes how selected school leaders participated in the design of the plan Describes how the plan is not focused on all grades.	The CSR plan does not describe participation in the plan development. The CSR plan does not describe the participation of grades and content areas.
6. Support for teachers and principals.	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
	Support strategies for all categories of staff are addressed in CSR plan. The role of LEA personnel is clearly addressed in CSR	Some strategies are provided for staff and the role of LEA personnel is provided in CSR plan.	Support strategies for staff are unclear in CSR plan.	Support strategies for staff are not includedin CSR plan.

RFA pg 13	plan.			
7. **Parent Involvement and Community Engagement**	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Parents Involved in *Student Learning Activities* *RFA pg 13*	Parents are involved in planning and carrying out learning activities in the CSR plan. Adult learning opportunities related to the program are provided to parents in the CSR olan.	Parents are informed about learning activities and how they can contribute in the CSR plan.	Parents are informed about general school activities in the CSR plan. .	Parents are not involved/informed
Community Engaged in *Planning and Implementing Student Learning Activities* *RFA pg 13*	Representatives of community agencies and organizations are involved in planning and trying out learning activities. Adult learning opportunities related to the program are provided to community agencies and organizations	Community agencies are informed of learning activities and how they can contribute.	Community agencies are informed about general school activities.	The community is not involved with the school in any meaningful way.
Support for Continuity *RFA pg 14*	Effective structures and processes are in place to ensure continuity of program in the event of personnel changes in administration and/or faculty.	Limited structures and processes are in place to ensure continuity of progran1 in the event of personnel changes in administration and/or faculty.	Limited structures and processes are in place to ensure continuity of program in the event of change in administration but no structure/process for new teaching staff.	No structures or processes are identified to ensure continuity.
8. Technical Assistance and Support	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
External Technical Assistance	Narrative reflects financial commitment to external	Narrative reflects financial commitment to external	Narrative reflects financial commitment to external	External technical assistance provider and budget not

	technical assistance provider. Budget reflects that commitment. Proposed agreement with external technical assistance provider is attached.	technical assistance provider. Budget reflects that commitment.	technical assistance provider.	addressed.
RFA pg 13				
10. Coordination of Resources	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Budget Costs and Reallocation of Budget Resources *RFA pg 14*	The budget costs are justifiable and reasonable and are tied to plan implementation. Reallocation of budget resources indicates that significant changes in the existing budget have been made to implement the program across all content areas	One or two significant changes in the existing budget have been made to implement the program across all content areas.	Only limited changes in the existing budget have been made to implement the program within one or two content areas.	No apparent changes in the existing budget have been made to implement the program

Rubric - School Section 3

School Section III: Evidence of High Quality Use of Data to Guide Reform (components 4, 9)				
4. Measurable Goals and Benchmarks	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Student Performance Goals and Benchmarks *RFA pg 14*	Annual student performance goals and benchmarks are clearly defined, realistic, and directly linked to California content and performance standards.	Goals and benchmarks are related to California content and performance standards	Goals and benchmarks are related to CA content and performance standards but are vague or ambiguous.	Goals and benchmarks do not relate to California content and performance standards
Implementation of Goals and Benchmarks *RFA pg 14*	Proposed plan has annual implementation goals and benchmarks that are clear, specific, and measurable.	Proposed plan has annual implementation goals and benchmarks.	Implementation goals and benchmarks are vague an ambiguous.	Plan does not include goals or benchmarks.
9. Annual Evaluation Plan	Compelling (4 points)	Adequate (3 points)	Marginal (2 points)	Inadequate (1 point)
Program Includes Formative and Summative Evaluation *RFA pg 14*	School commits to gathering and analyzing relevant data. A structure and process for using the analysis of implementation and student performance data results and how it will be used to evaluate and revise the program annually is described	School commits to gathering and analyzing relevant data. School indicates that implementation and student performance data results will be used to evaluate and revise the program but does not identify structure or process for doing this.	School commits to gathering and analyzing relevant data.	School commits to gathering and analyzing data.